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ABSTRACT

A two-part report on the Multicultural Home-School Workers project in Vancouver (Canada) contains a brief overview of the project's background and an analysis of data collected to evaluate the duties performed by the project workers. Part I, a report by the Vancouver Home-School Co-ordinating Committee, explains the motivation and means of funding for the project, which arose because of a rapidly increasing immigrant population whose native languages were not English, and whose needs were not being met by the sporadic and uncoordinated approaches being used by the school system and a network of volunteers. The development of the program traces the successful efforts of the school board and the committee to form an integrated program to meet the language needs of children and parents of Chinese, East Indian, Greek, Italian, Portuguese, and Spanish backgrounds. Part II examines highlights of the evaluation by the school board of time spent and duties performed by 17 workers during a 3-month period and during a 1-week interval with 797 individuals or families and 238 groups. Appendices include job descriptions, copies of data collecting instruments, an analysis of entries on individual client and group information sheets, letters of support for the project, and descriptions of six case studies.

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THE MULTICULTURAL
HOME-SCHOOL WORKERS PROJECT

A Project Supervised Jointly
by the Vancouver School Board
and the Vancouver Home-School
Co-ordinating Committee

Part I: A report by the Vancouver Home-School
Co-ordinating Committee

Part II: A report by Evaluation and Research
Services, Vancouver School Board
(Research Report 79-06)

September, 1979

RC 012447

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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This project was made possible by the efforts and dedication of a great many people. The Vancouver School Board has worked in concert with the Vancouver Home-School Co-ordinating Committee. The latter committee has representation from:

The Immigrant Services Society of B.C.
M.O.S.A.I.C.
S.U.C.C.E.S.S.
The Canadian Council of Christians and Jews
Neighbourhood Services of Greater Vancouver
The Vancouver Y.M.C.A.
Family Services of Greater Vancouver
The Multicultural Women's Association
The Multicultural Committee of the B.C. Association
of Social Workers
The Bayview, Britannia, Franklin, Sexsmith and Strathcona
Community Schools and Centres

Funding for the project has come from the following sources:

The Alexandra Foundation
The Canada Employment and Immigration Commission (Canada
Works - Vancouver East, South and Kingsway Ridings)
Immigrant Services Society of B.C.
The Vancouver Foundation
The Vancouver School Board
The Federal Multicultural Directorate
The United Way - Demonstration & Development Fund
The Vancouver Y.W.C.A.

PART I

THE MULTICULTURAL HOME-SCHOOL
WORKERS PROJECT

A report by the
Vancouver Home-School
Co-ordinating Committee

September, 1979

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THE MULTICULTURAL HOME-SCHOOL WORKERS PROJECT

A Report by the Vancouver Home-School Co-ordinating Committee

This report was written after examining the Vancouver School Board's Research Report 79-06. It provides background on the Vancouver Home-School Co-ordinating Committee and the Home-School Workers Project and makes recommendations regarding this project.

Introduction

For most of the school year 78-79, there existed in Vancouver a unique city-wide program of Home-School liaison, supervised jointly by the Vancouver School Board and the Vancouver Home-School Co-ordinating Committee. This committee was formed in 1978 from representatives of private social and community agencies which had traditionally sought (some for over a decade) to meet the needs of immigrants. These agencies are:-

The Immigrant Services Society of B.C.
MOSAIC
SUCCESS
The Canadian Council of Christians and Jews
Neighbourhood Services of Greater Vancouver
The Vancouver YWCA
Family Services of Greater Vancouver
The Multicultural Women's Association
The Multiculturalism Committee of the B.C. Association of Social Workers
The Bayview / Britannia / Franklin / Sexsmith / and Strathcona Community Schools & Centres

Background to the Vancouver Home-School Co-ordinating Committee

Prior to 1978, services to immigrants were provided in a sporadic and fragmented fashion by all of the above named agencies, the main reason for this state of affairs being short-term and inadequate funding. In 1978 the Vancouver Home-School Co-ordinating Committee (VHSCC) came into being. The objectives of the committee were:

1. to provide jointly with the VSB a city-wide Cultural Integration Service (Home-School Liaison Program)
2. to make certain that there was co-ordination with existing bilingual, bicultural integration services
3. to secure on-going funding and permanent auspices for the program.

The project was based on the model of service that was offered by the community groups and the VSB during the school year 1976-78. The committee recognized that the best way to address home-school problems of children of non-English speaking families was through the school system.

The earlier program of the VSB was focussed on a strict interpretation of school related needs, carried on almost exclusively on school premises, and also was characterized by a decision to have all of the 5 program workers available 'on call' to any and all schools in the jurisdiction who may require help. This latter choice seemed to further focus needs as being those of interpretation, translation of materials to be taken home, and dealing with various crises where communication had broken down.

Among the private agencies, a similar specialism occurred, focussing on translation services, programs for pre-schoolers, cultural orientation, escort and counselling services, but aimed essentially at the family and community groups.

The Committee recognized that the aforementioned students were "at risk" due to needs inherent with not having English as a first language. It further recognized that a sporadic and unco-ordinated approach to these needs provided neither an effective nor an efficient solution.¹ This resulted in the development of the Multicultural Home-School Workers Project.

Development of the Program

The year 77-78 constituted an important step forward in the collaboration between these two very different kinds of existing services. 1978 was a year when it seemed clear that there was the will to develop a jointly supervised and integrated comprehensive service that would be built up around a growing need. This awareness of need grew out of the many years of experience of all the participating agencies; representing a decision in principle that:

- 1) collaboration could be sustained between the very different structures of private voluntary societies and the VSB;
- 2) these groups could jointly agree to seek out funding sources for the program;
- 3) the services could be administered jointly;
- 4) the agencies represented an important resource for referrals from Workers located within a school-based system;
- 5) the aspirations of cultural minorities for their young people could provide a greater accessibility to and utilization of other available complimentary services; and
- 6) the fact that present and future percentages of ESL children in the constituency VSB argues powerfully that 5 workers could never assist these children in reaching a point where they could make equal use of their educational opportunity.

Accordingly the program for 78-79 was developed by the VSB and the Vancouver Home-School Co-ordinating Committee to incorporate these conclusions. By the end of the school year 78-79, an integrated program had been fully operational for several months, employing 17 workers (including 3 from the 5, previously funded by the VSB) who served the needs of children and parents of Chinese, East Indian, Greek, Italian, Portuguese and Spanish backgrounds. The program combines both intensive work out of many schools with a very high concentration of some ethnic groups in the catchment area, and also continues city-wide availability both for the numerically larger Chinese and East Indian communities as well as smaller communities exhibiting no very obvious geographic concentration). In the job descriptions of the Workers a balance has been struck in a number of other significant ways: between more 'mechanical' tasks such as written translations and 'set piece' interpretations to part-interpretation part-counselling in unstructured settings; between meeting urgent problems as they arise and undertaking more general preventive work;

¹ This awareness is congruent with the C.E.L.D.I.C. Report of 1969 - "One Million Children".

between meeting needs related to designated ESL-class children and others not so designated;
between helping those families who are new arrivals in the last 3 years and those who have been citizens for some time;
between serving needs that are self-contained and those which are part of wider adjustment problems; and
between meeting strictly educational needs and those that affect the more general question of a satisfactory family adjustment to bicultural living.

The success of this project was enhanced by the joint co-ordination of the V.S.B.'s co-ordinator of the Area Counsellor Program and the Multicultural Home-School Workers Project Co-ordinator, both of whom reported to the VHSCC.

The Partnership with the VSB

A significant element in the partnership between the agencies represented in the Vancouver Home-School Co-ordinating Committee and the VSB, has been the joint search for temporary and for permanent sources of funding for the program. Certainly in 78-79 the different strengths of both partners, one in having the flexibility to make quick applications and in being allowed to apply for certain kinds of funds unavailable through the other; the other in being able to provide essential evaluation, training, facilities for the program and in using its own authority and permanence in making other funding applications both have complimented the other in the search for funds and in the discussions and negotiations about funding with possible sponsors.

The Vancouver Home-School Co-ordinating Committee is most appreciative of the spirit of the partnership with the VSB, and of the financial support given to date by:

1. The Alexandra Foundation;
2. The Canada Employment & Immigration Commission (Canada Works - Vancouver East, South and Kingsway Ridings);
3. Immigrant Services Society of B.C.
4. The Vancouver Foundation;
5. The Vancouver School Board;
6. The Federal Multicultural Directorate
7. The United Way - Demonstration & Development Fund;
8. The Vancouver YWCA.

The Committee would also like to thank the following for their consideration of funding applications and their useful comments:-

1. The Canada Employment & Immigration Commission (Settlements Branch)
2. The Ministry of Human Resources
3. The City of Vancouver (Social Planning Dept.)
4. The Ministry of Education, Science & Technology
5. The Ministry of Labour (application now under consideration).

It will be appreciated in reading through this list of sponsors that many of the funds used to date are by their nature restricted in time, and that much more progress is needed to secure stable permanent sources of support. The Committee is pledged to continue its best efforts to secure permanent auspices for the program.

The funders to date have varied priorities and responsibilities with regard to our comprehensive program. The amounts and nature of their contributions have reflected this fact. This is inevitable since the program collects together a number of needs and objectives that were not historically treated in this integrated manner. One finding of the work that we would like to emphasize in the VSB Research Report 79-06 is precisely: the program has developed and implemented a working model for dealing with this package of integrated needs. This model is enjoying the support and cooperation of all the participants and the agencies to whom referrals are made. Therefore this committee argues that government bodies at all the 3 levels must be encouraged to contribute funds, to continue the work of the Multicultural Home-School Workers Project. In this manner they would be meeting their responsibilities to this significant portion of their constituencies.

The contributions whether by way of outright grants, grants for specific parts of the work, by way of fee for services or contracts become subordinate issues since a flexible tool is already available and doing an effective job, a fact which is widely recognized.

The data from the work that has been done so far, presented in the VSB Report 79-06, clearly demonstrates that there is a demand for Multicultural Home-School Workers to meet the various needs of students from non-English speaking families. It also shows that the particular model which was developed was appropriate and effective in meeting these previously largely unattended needs. It is not anticipated that these needs will diminish for some time yet to come, as demographic projections indicate an increasing ESL school population.

Recommendations

The Vancouver Home-School Co-ordinating Committee recommends the following:

1. The program should continue as long as it is needed.
2. The program should be kept sufficiently flexible so that the workers can work not only within the schools but also within the community. This should be possible if we receive funding from sources other than the Vancouver School Board and the Ministry of Education.
3. Since the Vancouver Home-School Co-ordinating Committee has provided a workable model for meeting the varying needs of ESL children in Vancouver, funding should come from the various governmental departments which have responsibilities for such services.

PART II

THE MULTICULTURAL
HOME-SCHOOL WORKERS PROJECT

Research Report 79-06

R. Stevens

July, 1979

Evaluation and Research Services
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THE MULTICULTURAL HOME-SCHOOL WORKERS PROJECT

INTRODUCTION

Background

In February of 1979, 17 multicultural workers began serving Vancouver communities; five workers were employed by the Vancouver School Board during the previous school year. The 17 workers, skilled in English and in Italian, Portuguese, Greek, Spanish or in the Chinese or East Indian languages, had as their primary function the facilitation of communications between schools and those families whose first language was one of those mentioned above.

The need for these workers seemed apparent. A 1977 report¹ of Vancouver schools revealed that almost 22,000 students or about 35 percent of the total enrolment had English as a second language. These figures reflected an increase from a similar survey in 1974 of approximately 3,000 students for whom English is a second language. In some schools, more than half of the students did not have English as their native tongue.

Another report² paints the larger picture: it concludes that 113,000 or 25 percent of Vancouver's population does not have English as a mother tongue and that "There could be as many as 30,000 people in the City who have little or no fluency in the English language. If current trends continue, there will be between 1,000 and 2,000 immigrants who cannot speak English settling in the City each year." (p.8)

Funding and administration

Although three of the workers were employed directly by the Vancouver School Board, funding for the remaining 14 workers was supplied jointly by the School Board and a number of other agencies or institutions. The latter funding ended as of June 30, 1979. Attempts to extend funding are currently being made.

The workers were attached administratively to Student Services at the School Board. Direction was provided by the Board's coordinator of the area counsellor program and by the Vancouver Home-School Coordinating Committee, a group whose members represent a number of agencies or organizations with expressed interest and concern in the provision of services to non-English speaking immigrants.

Job description

The workers had varied backgrounds but all were expected to be able to bridge effectively the communication gaps between two cultures. A job

1. Ellis, E.N. Survey of Pupils in Vancouver Schools for Whom English is a Second Language (Research Report 77-01). Vancouver: Vancouver School Board, 1977.

2. Non-English Speaking People and Language Support Services in Vancouver. Vancouver: City of Vancouver, Social Planning Department, 1979.

description contained the following examples of the services workers might be expected to provide:

- counsel children and parents of ethnic minority origin who reside in Vancouver;
- assist in assessment and placement of ethnic group children in schools;
- assist in planning and modifying curriculum to suit ethnic group children;
- act as liaison between the schools and any agency involved with ethnic group children;
- consult with school counsellors, school teachers and administrators, school mental health teams, school and central screening committees in matters pertaining to ethnic group children;
- perform other related work as required.

Workers might also be involved in:

- developing general programs of multicultural exchange;
- adult education programs;
- school and community orientation programs;
- encouraging volunteerism and parental involvement in school community activities;
- parental self-help groups;
- cross-cultural and cross-age student groups;
- cultural enrichment and identity groups for and with students.

Job descriptions are provided in Appendix A.

EVALUATION OF THE PROJECT

Background and evaluation strategy

Representatives of various agencies, including the School Board, met in late November and early December of 1978 to discuss, in general, the project and possible evaluation strategies. At a meeting of researchers from the United Way, the Social Planning Department of the City of Vancouver, and the School Board in early January, 1979, specific approaches to evaluation were entertained. At this meeting, it was agreed that the evaluation would be the responsibility of the School Board. It was also agreed that the most appropriate strategy, given the time-lines imposed on the project, would involve the collection of descriptive data on the duties performed by the workers. Thus, the purpose of the study would be to describe the workers' activities and not to examine the manner in which the workers performed their tasks or the effectiveness of those performances or to study the place of the services provided by the workers in the larger arena of community and social services available to Vancouver residents. This is not to say, however, that comments on the latter issues might not arise in the opinions stated or implied by the workers or others.

Data collection instruments

The evaluation relied on the workers completing two instruments (see Appendix B for copies). The longer of the two was entitled the "Client Information Sheet". The workers were asked to complete a sheet

for each client, noting such things as available background information, who had referred the client and for what reason, a brief account of each contact with the client, and some summary information regarding time spent with client, perceptions of the interaction with the client, and suggestions for improving services. A modified version of the client information sheet was devised to describe contacts with groups rather than with individuals or families. The workers were asked to complete these sheets for all clients dealt with between March 5 and May 31, 1979. It was realized that not every discussion or conversation with whomever the workers came in contact could be accounted for on the sheets, but that most of the substantive work with clients could be represented by this method.

The second instrument attempted to account for the workers' time for a single week. The sheet was divided into activities (e.g., telephone calls, interviews, translation) and clients or agencies likely to be contacted (e.g., students, parents, school staff, Ministry of Human Resources). Workers were asked to indicate the approximate time spent per contact by making an entry in the appropriate cell on the page. Workers completed the time sheet for either the week of April 30 or the week of May 7, 1979.

The client information sheets had a space at the top for recording the client's name, address and phone number. This portion was removed from the sheets before giving them to the researcher, thus attempting to maintain the confidentiality of the worker-client discussions. It was also agreed that the workers would not pursue background information if it did not arise naturally in conversations with clients. The intent was that appropriate information as derived from contacts with clients would be recorded on the sheets at some convenient time; the forms were not to force or interfere with discussions with clients. Therefore, some background information was not obtained from some clients.

Needless to say, too, dealings with clients were in various stages during the three month period which was sampled. Some interactions with clients ran their course during that period, whereas others had just begun or ended. Thus, comments or entries on the client sheets will reflect the varied stages of dealings with clients.

Analysis of the data

The time sheets were collected following the two weeks sampled. The number of contacts and their duration were calculated for each worker. Totals across all workers were then calculated as was the average duration of contact in each category.

The client information sheets were collected in early June. A coding scheme was developed and all the sheets summarizing contacts with individuals or families were coded and keypunched. This approach was selected to allow for greater flexibility in subsequent analysis of the data.

The preliminary analysis of client information sheets involved frequency tallies for each item on the sheets. Tallies were done for each worker, for all workers combined and for workers grouped according to ethnic background.

Subsequent analysis of the group information sheets followed a similar procedure.

RESULTS AND DISCUSSION

The remainder of the report presents an analysis of the time sheets and the client information sheets. The Appendices include job descriptions, copies of data collecting instruments and a detailed breakdown of entries on the client information sheets. To provide some subjective impressions of the program, a number of letters to School Board personnel have also been included. Brief summaries of six case studies appear in Appendix E.

Analysis of time sheets

Table 1 presents a breakdown of the time sheet data as recorded by the 17 workers. As was mentioned above, workers were asked to use the sheets for one of two sample weeks. Table 1 represents the combined figures for all workers and indicates, per category, the total number of contacts, the total number of minutes accounted for by those contacts, and the average (mean) number of minutes spent per contact.

As can be seen, contacts with "Parents", "School Staff", "Other (e.g., mixed group)" and "Students" accounted for the greatest amount of time in total minutes. Interviews or discussions with parents, school staff and students, as well as time spent as group leaders, were particularly time-consuming activities. In terms of the number of contacts, telephone calls, particularly those to parents, were very numerous although relatively brief in duration.

Other events, although relatively few in number, also accounted for considerable amounts of time. For example, the average time spent on orienting parents was over one hour and a quarter. Special activities (in the "Other", "Other (e.g., mixed group)" category in the table) averaged over two hours of worker's time per week.

Needless to say, combining the data from all workers does not give the reader a complete understanding of the differences between workers or between contacts. The variations are considerable: for instance, whereas one worker made just a few telephone calls to parents in the week sampled, another made over 100 calls; whereas one contact under "Orientation of ..." required a few minutes, others involved more than three hours.

The reader should also be aware that the method used to sample time spent on various activities was not expected to account for every minute of the workers' time. Certain activities (e.g., travel, planning) were not included. Other activities (e.g., having a volunteer accompany the worker for a week) were considered inappropriate for inclusion in the summary. Also, as in any sampling strategy, certain activities (e.g., special meetings or events) will not occur within the time-frame of the sample but may account for considerable time over the course of several months.

In short, although some caution should be exercised in interpreting the summary of the time sheets, it seems evident that considerable time was spent with parents, school staffs, groups and students.

TABLE 1

DISTRIBUTION OF WORKERS' (N=17) TIME FOR ONE WEEK:

TOTAL NUMBER OF CONTACTS PER CATEGORY, TOTAL MINUTES SPENT ON THESE CONTACTS AND
 AVERAGE (MEAN) NUMBER OF MINUTES PER TYPE OF CONTACT

ACTIVITY	STUDENTS			PARENTS			SCHOOL STAFF			VOLUNTEERS		
	Contacts	Total Minutes	Average Minutes	Contacts	Total Minutes	Average Minutes	Contacts	Total Minutes	Average Minutes	Contacts	Total Minutes	Average Minutes
Telephone calls to ...	54	297	5.5	669	4011.5	6.0	203	1419	7.0	48	193	4.0
Telephone calls from ...	17	82	4.8	132	889	6.7	150	1218	8.1	14	56	4.0
Interviews or discussions with ...	99	1961	19.8	119	4796	40.3	175	3132	17.9	11	225	20.5
Orientation of ...	12	435	36.3	19	1495	78.7	8	245	30.6	12	178	14.8
Group leader (class, etc.)	17	613	36.1	5	630	126.0	8	160	20.0	14	145	10.4
Writing, translation, etc. for ...	4	95	23.8	18	375	20.8	18	551	30.6	-	-	-
Other	2	180	90.0	-	-	-	-	-	-	-	-	-

TABLE 1 (CONT'D)

ACTIVITY	OTHER CLIENTS			MINISTRY OF HUMAN RESOURCES			OTHER AGENCIES			OTHER (E.G., MIXED GROUP)		
	Contacts	Total Minutes	Average Minutes	Contacts	Total Minutes	Average Minutes	Contacts	Total Minutes	Average Minutes	Contacts	Total Minutes	Average Minutes
Telephone calls to ...	21	161	7.7	19	143	7.5	36	297	8.3	35	190.5	5.4
Telephone calls from ...	13	53	4.1	12	133	11.1	14	109	7.8	6	21	3.5
Interviews or discussions with ...	13	505	38.8	8	193	24.1	6	78	13.0	29	877	30.2
Orientation of ...	14	359	25.6	-	-	-	1	180	180.0	8	307	38.4
Group leader (class, etc.)	4	170	42.5	-	-	-	1	10	10.0	28	3132	111.9
Writing, translation, etc. for ...	2	120	60.0	-	-	-	1	60	60.0	14	435	31.1
Other	-	-	-	-	-	-	-	-	-	14	1771	126.5

Analysis of client information sheets

The following section summarizes the entries made by the workers on the client information sheets. (Brief summaries of six cases appear in Appendix E.) A breakdown of entries by ethnic or language group is available in Appendix C along with the distribution of responses of the total group of 17 workers. The highlights of the results are presented below according to the headings used on the sheets.

Client information

- in total, 797 sheets were analyzed.
- 91% of the clients were individuals (although families or others might have become involved in the case).
- 83% of the clients were students; the Italian group reported that 75% were students whereas other groups were higher than 86%.
- 26% of the clients were in E.S.L. classes; the Italian and Portuguese groups reported relatively few clients in E.S.L. classes compared to other groups.
- the East Indian (28%) and Chinese (23%) groups accounted for most of the sheets.
- overall, 56% of the clients were in elementary schools and 31% in secondary schools; about 45% of the Chinese and Italian clients, about 67% of the East Indian and Portuguese clients, and 84% of the Greek clients were in elementary schools.
- overall, 53% of the clients were female and 49% were male.
- overall, available information showed that 49% of the clients had been in Canada six years or less; the Chinese and East Indian groups had more relatively new arrivals than the other groups.
- almost half of the clients were Canadian citizens; only 13% of the Portuguese clients were citizens whereas 69% of the Greek clients were.
- overall, 57% of clients lived with families of five or fewer; relatively more East Indian clients tended to be part of larger families and relatively more Portuguese and Greek clients part of smaller families.
- overall, 54% of clients had three or fewer children in local schools.

Person or agency making referral

- of the total group, the most referrals were made by teachers (32%), counsellors (21%) and principals or vice-principals (11%); the Italian group reported that only 10% of referrals were made by teachers but 22% by principals or vice-principals and 20% by mothers or parents; 49% of the Greek clients were referred by teachers, 10% by counsellors and 22% by mothers or parents.

General nature of reason for referral or contact:

- overall, the most frequently checked "reasons" were "Interpreting" (26%), "Problem re school" (21%), "Counselling (personal)" (15%) and "Orientation to schools" (11%); "Interpreting" was a particularly frequent reason for the Portuguese group (37%) as was "Translation" for the Greek group (18%).

Specifics of referral or contact:

- 51% of the total referrals were to "Discuss the student's school problems or progress"; this figure increased to 66% with regard to the Greek group and decreased to 44% for the Portuguese group.

Specifics of contacts with clients:

(Contacts were coded as "first", "second" or "third". In fact, this means that where several contacts were recorded coding would try to account for the three most important occurrences rather than the first three contacts recorded.)

- overall, the most frequently mentioned first contacts were to "Talk with the counsellor/teacher/principal/vice-principal re the student" (29%) and "Home visit/call to discuss a student's problem/progress" (25%); talking with a counsellor, etc. was most frequent in the Chinese group (41%) and home visits or calls were most frequent in the Italian group (27%); the most frequent first contact with the Greek group was a "Visit to the school/V.S.B. with parents" (34%).
- overall, the most frequently mentioned second contacts were "Home visit/call to discuss student's problem/progress" (24%), "Follow-up call/visit" (12%) and "Talk with counsellor/teacher, etc. re student" (11%); "Talk with student re problem" occurred most often in the Chinese (14%) and East Indian (12%) groups.
- in total, the most prevalent third contacts were "Follow-up call/visit" (16%) and "Home visit/call to discuss student's problem/progress" (10%); "Visit to school/V.S.B. with parents" was mentioned most often by the Chinese (12%) and Portuguese (12%) groups; a number of client information sheets did not have a third contact recorded.

Summary of dealings with clients

- overall, the amount of time spent with 26% of the clients was 61 to 120 minutes with about 37% receiving more time than that and 36% receiving less; 47% of the clients of the Italian group and 51% of the Portuguese group received more than 61 to 120 minutes.
- overall, workers perceived that most of the problems which initiated referrals were completely or partially resolved; the Portuguese group noted the highest proportion being completely resolved (56%) and having no resolution (15%).

- overall, all workers were at least satisfied with their efforts to help most clients; the percentage of cases to which "Very satisfied" was applied was highest for the Portuguese group (69%) and lowest for the Greek group (0%).
- overall, the most frequent (18%) recommendation re further action was that follow-up was needed or planned (this could also indicate that a case was incomplete); the Greek group mentioned "Need counselling, constant help, encouragement" for 23% of their clients, the East Indian group mentioned "Student to/should consider particular program" for 11% of their clients, the Portuguese group "Need native language counselling/M.H.R." for 12% of their clients, and the Greek group "Suggestions re life-styles, relationships with family" for 14% and "Refer to English class/practice English" for 11% of their clients.
- for 61% of the clients, suggestions were not made to improve the intervention; the most frequent suggestions were "Need native language counsellor/M.H.R./social worker" (6%), "Need more information about school/more programs/more alternatives" (6%) and "Need continued support/contact" (6%); the need for more information about schools, etc. was mentioned with respect to 10% of the Chinese group's clients; "Need to learn English" was suggested for 13% of the Portuguese clients; "Need involvement in the community, other activities, meet other kids" was noted for 10% of the Greek clients whereas "Need more family support/adjustments" was suggested for 11% of this group.

In summary, the analysis of the client information sheets revealed a variety of services to clients who were usually students, often in elementary schools, but not necessarily in E.S.L. classes. This description probably underemphasizes the role of others in a case. Workers would frequently involve families to a considerable extent, for example, even though the initial reason for contact was the student. Cases were coded as "Individual" unless dealings with the family assumed greater importance than those with the student.

The categories used to code the details of the contacts with clients are necessarily general and undoubtedly do not do justice to the tremendous variety of situations with which the workers became involved. For example, "Follow-up call/Visit" might involve recontacting the client or it might refer to attempts to obtain specific information or services, taking the client to a physician, visiting a particular program which might better suit the client, or a variety of other activities. The workers had to use considerable judgment as to the nature and extent of their involvement in certain cases. Although they worked under certain guidelines, there were apparently instances that were particularly severe or delicate when a lot of tact was needed. Sometimes when attempts were made to pass cases on to other agencies or professionals, the clients refused the offer, preferring to remain in contact with the worker. More often than not, other agencies could not supply someone who spoke the client's language. It should be added, too, that workers had their own methods of operating and, therefore, some may have pursued a case when others would have passed it to someone else. Any interpretation of the client information sheets should reflect the likelihood of these individual differences between workers.

Analysis of group information sheets

This section summarizes the entries made by the workers on the client (group) information sheets--i.e., this provides a description of the workers' activities with respect to groups. The highlights of the results of the analysis are presented below according to the categories used on the sheets. A breakdown of all responses by ethnic or language group is presented in Appendix F. (Caution should be exercised when interpreting the summaries from the Portuguese and Greek workers as they account for only 11 and 17, respectively, of the group sheets.)

Description of groups

- a total of 238 group sheets were submitted; 46% were from the Chinese workers, 25% from the East Indian workers, 18% from the Italians, 5% from the Portuguese and 7% from the Greek workers.
- overall, 52% of the sheets referred to groups that met "once for a specific purpose" and 22% to groups that met "several times".
- overall, the purpose of the group in 21% of the cases was to discuss educational programs with students or parents, in 17% of the cases it was to discuss students' progress with parents, in 13% of the cases it involved learning about another culture, and in 12% it involved outings or recreational activities; a relatively large number of cases (31%) for the Italian group were devoted to discussing students' progress whereas a large number (41%) of the Greek worker's cases involved learning about another culture.
- overall, the mean group size was 27; groups involving the Portuguese and Greek workers averaged over 30 in number; overall group size ranged from a few people to over 100.
- overall, groups were most frequently composed of parents and teachers (16%), students (13%) or parents (10%).
- overall, members of 53% of the groups were mixed in terms of their ethnic backgrounds; the Italian and Greek workers reported that 36% and 29%, respectively, of their groups were "mixed" and, correspondingly, the majority of their groups' members were of Italian (62%) or Greek (53%) origin.

Who started the group

- it was reported that 25% of all groups were started at the suggestion of a principal or vice-principal, 18% were ongoing groups, 16% were begun by a multicultural worker, 15% were initiated by "other" persons and 14% by a teacher or school "staff".

Brief outline of program

- overall, 26% of the sheets described the groups' programs as involving information presentations about schools or their programs, 16% involved discussions of students' progress, 13% involved meetings of the workers amongst themselves or with other professionals, and 10% were concerned with attendance at or preparation for school events.

Summary of dealings with groups

- overall, the time spent on activities for 59% of the groups was 300 minutes or less although 20% of the groups involved over 780 minutes of workers' time; more than half of the Portuguese worker's 11 groups involved more than 421 minutes.
- in 72% of all cases, the group experience was judged by the workers to be successful.
- in response to an invitation for suggestions to improve the group experience, 11% of the comments mentioned that no improvements were needed, 8% suggested better organization or publicity, and 8% said that more detailed discussion or interpretation was needed; the latter point was mentioned most often (29%) by the Greek worker.

In summary, an analysis of the group information sheets showed that a total of 238 group experiences were recorded by the workers, that about half of the groups met once for a specific purpose, and that many of the groups were concerned with discussions of educational programs, students' progress, different cultures, or with outings or recreational activities. The mean group size was 27 but some groups had over 100 members. Groups were most often composed of students, parents and teachers, in some combination, and over half the groups had members of various ethnic backgrounds. In half the cases, the idea to start the group came from someone at the school, often the principal or vice-principal. The time spent on most groups was 300 minutes or less. The majority of group experiences were judged to have been successful by the workers.

SUMMARY AND CONCLUSIONS

From February to June of 1979, 17 multicultural home-school workers were employed by the Vancouver School Board, in concert with other agencies, and assigned the task of facilitating communication between schools and members of their communities whose mother tongue was not English. This report summarizes an attempt to describe the activities of the workers and the clients they served rather than to examine critically the intervention processes or the quality of the services rendered.

Analysis of the information recorded in two data-collecting instruments showed that the workers were involved in a large variety of activities with the target population. During the three month test period, client information was recorded for 797 individuals or families and for 238 groups. With respect to individuals or families, referrals were made most often by teachers or counsellors and contacts might have involved simple translation or attempts to assist with complex matters of the whole family. Groups were most often initiated by someone in the schools and frequently involved discussions of school programs, students' progress, other cultures or recreational outings.

In subjectively appraising their efforts regarding individual clients or families, workers perceived partial or complete resolution of the problems initiating referral in most cases. Workers also perceived that the majority of group experiences were successful. Appendix D provides additional subjective evaluation of the performances of the workers. Many people in the schools served by the workers wrote to express their opinions of the project. The writers were unanimous in their praise for the workers and were strongly in favour of continuing their positions.

In short, then, it appears that the workers have been very active in providing service to the target population of schools and their communities. Further investigation might focus on such issues as the adequacy of the service, the job description of the workers, the number of workers, differences in services for different cultural groups, and the implications for involvement of other agencies (e.g., Ministry of Human Resources).

APPENDIX A

JOB DESCRIPTIONS

OF MULTICULTURAL HOME-SCHOOL

WORKERS

No job descriptions were received with the document. Pages 14 and 15 are missing.

APPENDIX B

COPIES OF THE EVALUATION INSTRUMENTS:

1. (a) CLIENT INFORMATION SHEET
(INDIVIDUALS AND FAMILIES)

(b) CLIENT INFORMATION SHEET
(GROUPS)

2. TIME SHEET

NAME: _____ PHONE: _____

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ADDRESS: _____ IF STUDENT, SCHOOL _____
TEACHER'S NAME _____

HOME-SCHOOL WORKERS

CLIENT INFORMATION SHEET

Please try to document your activities as much as possible. Complete one of these forms for all clients, whether they be an individual or family.

WORKER'S NAME: _____ LOCATION: _____

DATE: _____

1. Client: ☐ Individual ☐ Family ☐ Other (Specify: _____)

(Is the individual a student? ☐ Yes ☐ No)

(If a student, is he/she in an ESL class? ☐ Yes ☐ No)

Enter all applicable information:

Ethnic background: _____ Length of time in
Canada: _____

Age: Student ☐ Elementary (_____) Canadian citizen: ☐ Yes ☐ No
☐ Secondary (_____) Size of family (living together): _____

Adult ☐ 20-30

☐ 31-50

☐ over 50

Number of children in local
schools: _____

Sex: _____

2. Name (and position) of person, agency, etc. making referral: _____

3. General nature of reason for referral or contact:

☐ Interpreting (e.g., specific
problem)

☐ Part of group taking specific
program (e.g., English class)

☐ Translation (e.g., document)

☐ Counselling (academic)

☐ General orientation of clients to
school and programs

☐ Counselling (personal)

☐ General orientation of clients to
community, society

☐ Other (Please specify)

☐ Specific problem re school

☐ Specific problem re community

4. Specifics of referral or contact.

5. Specifics of contacts with client:

- 18 -

Briefly describe each meeting or contact with client noting dates, time spent, action taken and any contacts or requests made to other agencies or persons. If referrals are made, specify to whom they were made.

<u>Contact</u>	<u>Date</u>	<u>Time</u>	<u>Details</u>
1			

6. Summary (when dealings with client completed):

Time spent with client: _____

Your perception of resolution of problem:	Complete Resolution	Partial Resolution	No Resolution
	-----	-----	-----
Your feeling of success in trying to help client:	Very Satisfied		Very Dissatisfied
	-----	-----	-----

Recommendations re further action: _____

Suggestions for more successful intervention (i.e., what is lacking in procedures, etc. to deal more effectively with this client, what gaps are there in existing services):

NAME OF GROUP: _____ LOCATION: _____ - 19 -

HOME-SCHOOL WORKERS
CLIENT (GROUP) INFORMATION SHEET

WORKER'S NAME: _____ LOCATION: _____

DATE: _____

1. Description of group:

- ☐ Group meeting once for specific purpose
☐ Group meeting several times (e.g., English class)
☐ Number of individuals seen separately but for the same reason
(e.g., brief sessions with students about their grades)
☐ Other (specify: _____)

Enter all applicable information

Name of group: _____

Purpose of group: _____

Size of group: _____

Group Composition (Students, parents, teachers, mixed; age range): _____

Ethnic background of group members: _____

2. Whose idea was it to start the group (e.g., your idea, already formed, suggested by someone else):

3. Briefly outline the program for the group (e.g., hear speakers, tour school, informal discussion):

4. Briefly indicate the time spent with respect to the group. Include preparation - 20 - time for activities such as telephoning, planning and translating, as well as the time in the meetings themselves.

DATE

TIME SPENT

ACTIVITY

5. Summary (when group meeting(s) completed):

Approximate time spent on group,
including preparation time: _____

In general, how successful
was the group experience?

Very
successful

Very
unsuccessful



Is there anything that could have improved the group experience? _____

Please add any suggestions for improving the situation (e.g., different kinds of experiences, involvement by other agencies, need for other services):

TIME SHEET

Name _____

Week of _____

For the week chosen, please indicate the approximate number of minutes spent on each contact. For anything less than 1 minute just put a 1. Example: if you called a teacher and talked for about 5 minutes (you don't have to time it), you would write 5 in the cell marked by the *.

ACTIVITY	Students	Parents	School Staff	Volunteers	Other Clients	M.H.R.	Other Agencies	Other (Mixed) Group
TELEPHONE CALLS TO...			*					
TELEPHONE CALLS FROM...								
INTERVIEWS OR DISCUSSIONS WITH...								
ORIENTATION OF...								
GROUP LEADER (CLASS, ETC.)								
WRITING, TRANSLATION, ETC. FOR...								33
32 OTHER								

APPENDIX C

ANALYSIS OF CLIENT INFORMATION

SHEETS BY TOTAL GROUP AND

BY ETHNIC/LANGUAGE GROUPS

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/LANGUAGE GROUPS					
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	OTHER
Type of client:							
- Individual	91.2%	90.6%	96.4%	91.7%	95.1%	99.0%	
- Family	5.6	7.2	3.6	8.3	4.9	1.0	
- Other	3.1	2.2	0.0	0.0	0.0	0.0	
Is the individual a student?							
- Yes	83.4%	86.7%	88.8%	75.2%	93.4%	93.1%	
- No	6.1	3.3	3.1	15.8	3.3	5.9	
- N.R.*	10.4	10.0	8.0	9.0	3.3	1.0	
Is the student in an E.S.L. class?							
- Yes	25.7%	31.1%	39.9%	1.5%	6.6%	36.6%	
- No	39.8	44.4	44.8	43.6	88.5	0.0	
- N.R.	34.5	24.5	15.2	54.9	4.9	63.3	
Age category:							
- Elementary	56.0%	44.4%	67.7%	45.1%	67.2%	84.2%	
- Secondary	30.5	45.0	26.0	36.1	24.6	8.9	
- 20-30 yrs.	2.6	2.8	1.8	3.8	3.3	1.0	
- 31-50 yrs.	5.3	1.1	2.7	11.3	0.0	2.0	
- Over 50 yrs.	0.5	0.6	0.4	1.5	0.0	0.0	
- N.R.	5.1	6.1	1.3	2.3	4.9	4.0	
Sex:							
- Female	43.3%	38.3%	42.6%	43.6%	49.2%	46.5%	
- Male	48.7	54.4	53.4	44.4	50.8	52.5	
- N.R.	8.0	7.3	4.0	12.0	0.0	1.0	
Length of time in Canada:							
- less than 1 yr.	5.6%	8.3%	6.7%	0.0%	3.3%	5.0%	
- 1 & 2 yrs.	13.8	22.2	17.5	8.3	6.5	7.9	
- 3 & 4 yrs.	19.2	16.6	40.8	6.1	8.2	3.0	
- 5 & 6 yrs.	10.2	11.7	10.3	4.6	9.8	20.8	
- 7 & 8 yrs.	7.0	3.3	6.3	1.5	21.3	20.8	
- 9 & 10 yrs.	6.7	7.7	3.5	6.8	9.8	8.9	
- 11 to 14 yrs.	6.2	3.9	0.0	12.1	5.5	18.8	
- 15 yrs. & over	2.7	5.6	0.0	4.6	0.0	4.0	
- N.R.	28.5	28.9	14.8	55.6	34.4	10.9	

*N.R. = No Response

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/LANGUAGE GROUPS					
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	OTHER
Canadian citizen?							
- Yes	49.1%	44.4%	53.8%	56.4%	13.1%	69.3%	
- No	28.4	26.7	34.1	10.5	78.7	14.9	
- N.R.	22.6	28.9	12.1	33.1	8.2	15.8	
Size of family (living together):							
- 3 or fewer	8.5%	7.2%	3.5%	9.8%	6.6%	17.8%	
- 4	24.6	21.1	17.9	22.6	50.8	40.6	
- 5	24.3	25.0	30.5	25.6	11.5	23.8	
- 6	9.7	11.1	18.4	6.8	3.3	1.0	
- 7	4.6	8.9	5.8	2.3	4.9	0.0	
- 8 or more	3.7	1.7	9.8	1.5	1.6	0.0	
- N.R.	24.6	25.0	13.9	31.6	21.3	16.8	
Number of children in local schools:							
- None	1.1%	2.2%	0.4%	2.3%	0.0%	0.0%	
- 1	21.3	16.7	18.8	21.1	24.6	26.7	
- 2	31.5	28.9	30.9	27.8	42.6	51.5	
- 3	15.8	16.7	22.4	18.8	9.8	7.9	
- 4 or more	9.2	15.6	13.4	6.0	6.5	0.0	
- N.R.	21.0	20.0	13.9	24.1	16.4	13.9	
Person/agency making referral:							
- Psychologist	3.0%	4.4%	0.9%	4.5%	4.9%	1.0%	
- Teacher	31.9	36.7	39.5	9.8	26.2	48.5	
- Counsellor	20.6	16.1	20.6	18.8	37.7	9.9	
- Principal/V.P.	11.4	11.7	9.0	21.8	9.8	6.9	
- Mother/parents	8.4	2.2	3.6	20.3	4.9	21.8	
- Father	1.1	2.8	0.0	1.5	0.0	1.0	
- Guardian	0.5	0.0	0.9	0.8	0.0	1.0	
- Nurse	6.4	7.8	5.8	7.5	8.2	5.0	
- School	3.8	3.3	6.3	1.5	0.0	1.0	
- Student	1.6	0.6	2.2	1.5	1.6	0.0	
- Member of community	3.3	5.0	0.4	7.5	3.3	1.0	
- Rep. of other institution	2.9	1.1	3.1	1.5	3.3	3.0	
- Other	3.8	7.2	4.4	3.0	0.0	0.0	
- N.R.	1.4	1.1	3.1	0.0	0.0	0.0	

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/LANGUAGE GROUPS					
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	OTHER
General nature of reason for referral/contact:							
- Interpreting	25.5%	25.8%	29.3%	28.2%	37.2%	19.3%	
(Percentages in this section are based on the total number of reasons checked. More than one per client may have been checked.)							
- Translation	6.2	0.8	4.0	0.4	0.7	17.5	
- Orientation - school	10.6	6.3	13.5	7.5	2.8	16.8	
- Orientation - community	4.5	4.9	1.7	6.0	1.4	5.6	
- Problem re school	20.8	23.4	19.8	22.2	29.7	17.0	
- Problem re community	2.7	0.8	2.6	2.0	1.4	4.8	
- Part of group	1.4	2.7	1.5	2.8	0.0	0.5	
- Counselling (academic)	7.0	8.2	10.1	8.7	3.5	1.0	
- Counselling (personal)	14.6	15.8	11.4	16.3	12.4	17.0	
- Other	6.8	11.4	6.3	6.0	11.0	0.5	
Specifics of referral/contact:							
- Discuss student's school problems/progress	50.9%	48.9%	53.8%	57.1%	44.3%	66.3%	
- Discuss psych. test results with parents	1.4	1.7	1.8	0.8	1.6	1.0	
- Help in orienting/registering student	4.5	5.6	7.2	1.5	4.9	3.0	
- Interpreting between student & psych./teacher	3.3	6.7	2.7	2.3	4.9	0.0	
- Get parents' signature for/set up psych./special assessment	2.5	2.8	1.8	0.8	13.1	1.0	
- Relay questions/message from couns./nurse/teacher re health	7.7	10.0	7.2	5.3	11.5	6.9	
- Counsel re personal student problem	7.5	4.4	8.5	6.0	8.2	3.0	
- Translate letter, etc. - school to parents	2.0	1.7	2.2	0.8	0.0	0.0	
- Get parents' permission	5.3	5.0	6.3	3.0	6.6	5.9	
- Respond to parents' question	2.0	1.1	2.2	2.3	1.6	4.0	
- Personal problem, members of community	4.9	5.6	2.2	9.0	1.6	5.0	
- Relay message from parent to school	1.0	0.6	2.2	0.8	1.6	0.0	
- Other	2.5	2.8	1.3	0.8	0.0	4.0	
- Staff/student orientation to another culture	1.6	1.1	0.0	0.0	0.0	0.0	
- N.R.	2.9	2.2	0.4	9.8	0.0	0.0	

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/BACKGROUND GROUPS					
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	OTHER
Specifics of contacts with clients:							
<u>FIRST CONTACT</u>							
- Talk with student re problem	10.8%	12.2%	11.2%	9.8%	9.8%	5.0%	
- Talk with counsellor/teacher/principal/ vice-principal re student	28.6	40.6	29.6	18.0	21.3	28.7	
- Home visit/call to discuss student's problem/progress	24.6	12.8	27.4	39.1	21.3	23.8	
- Home visit with others	2.0	2.8	1.8	1.5	3.3	1.0	
- Interpret	5.3	7.8	3.1	3.0	4.9	0.0	
- Get form signed, get permission from parents	3.3	0.6	6.3	3.0	11.5	0.0	
- Ask parents message/questions posed by counsellor/teacher/nurse	5.3	7.2	4.5	4.5	11.5	3.0	
- Talk to students in own language to communicate	1.0	1.7	1.3	0.0	3.3	0.0	
- Visit to school/V.S.B. with parents	11.3	8.3	8.1	9.0	11.5	33.7	
- Follow-up call/visit	0.1	0.0	0.0	0.8	0.0	0.0	
- Went to M.H.R.	0.5	0.6	0.4	0.0	0.0	0.0	
- Recommend course to client/parents	0.1	0.6	0.0	0.0	0.0	0.0	
- Involvement/action on another family matter	1.0	1.1	0.9	2.3	0.0	0.0	
- Call from/to/action for member of community	4.4	3.9	0.4	9.0	1.6	5.0	
- N.R.	1.8	0.0	4.9	0.0	0.0	0.0	

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/LANGUAGE GROUPS					
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	OTHER
Specifics of contacts with client:							
<u>SECOND CONTACT</u>							
- Talk with student re problem	9.2%	13.9%	12.1%	5.3%	3.3%	5.0%	
- Talk with counsellor/teacher/principal/ vice-principal re student	11.2	16.1	12.1	6.0	4.9	14.9	
- Home visit/call to discuss student's problem/progress	24.3	26.7	28.3	18.0	18.0	29.7	
- Home visit with others	2.9	1.7	2.7	4.5	9.8	2.0	
- Interpret	3.1	2.2	2.2	6.8	6.6	0.0	
- Get form signed, get permission from parents	3.3	5.6	2.7	1.5	8.2	0.0	
- Ask parents message/questions posed by counsellor/teacher/nurse	1.9	1.7	3.6	0.8	4.9	0.0	
- Talk to students in own language to communicate	1.0	0.6	1.8	0.8	1.6	1.0	
- Visit to school/V.S.B. with parents	8.8	6.7	7.6	12.0	9.8	13.9	
- Follow-up call/visit	12.4	10.6	11.2	18.0	13.1	5.0	
- Went to M.H.R.	0.9	0.6	0.9	0.8	0.0	1.0	
- Recommended course to client/parents	2.6	2.2	0.9	2.3	6.6	4.0	
- Involvement/action on another family matter	1.3	0.0	0.4	2.3	3.3	0.0	
- Call from/to/action for member of community	0.4	1.1	0.0	0.8	0.0	0.0	
- N.R.	16.8	10.6	13.5	20.3	9.8	23.8	

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/LANGUAGE GROUPS					
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	OTHER
Specifics of contacts with client:							
<u>THIRD CONTACT</u>							
- Talk with student re problem	4.8%	6.7%	5.4%	3.0%	3.3%	5.0%	
- Talk with counsellor/teacher/principal/ vice-principal re student	8.4	12.8	7.2	4.5	3.3	12.9	
- Home visit/call to discuss student's problem/progress	10.4	11.1	10.3	6.0	8.2	19.8	
- Home visit with others	1.8	1.1	0.9	3.0	4.9	1.0	
- Interpret	1.9	2.8	1.8	3.0	3.3	0.0	
- Get form signed, get permission from parents	1.9	2.2	2.7	2.3	1.6	0.0	
- Ask parents message/questions posed by counsellor/teacher/nurse	0.9	0.6	1.8	0.0	3.3	0.0	
- Talk to students in own language to communicate	0.4	0.6	0.4	0.0	1.6	0.0	
- Visit to school/V.S.B. with parents	7.9	12.2	7.2	3.0	11.5	9.9	
- Follow-up call/visit	15.6	17.2	21.1	16.5	3.3	7.9	
- Went to M.H.R.	1.6	2.2	0.9	0.8	6.6	0.0	
- Recommend course to client/parents	2.5	3.9	3.1	1.5	1.6	1.0	
- Involvement/action on another family matter	0.6	0.6	0.9	0.8	1.6	0.0	
- Call from/to/action for member of community	0.3	0.0	0.0	0.8	1.6	0.0	
- N.R.	41.2	26.1	36.3	54.9	44.3	42.6	

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/LANGUAGE GROUPS					OTHER
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	
Time spent with client:							
- 15 minutes or less	3.8%	4.4%	2.2%	3.0%	0.0%	8.9%	
- 16 to 30 minutes	10.2	10.0	12.6	6.8	4.9	18.8	
- 31 to 45 minutes	9.7	8.9	9.9	8.3	4.9	13.9	
- 46 to 60 minutes	12.7	15.6	14.4	12.8	3.3	13.9	
- 61 to 120 minutes	26.4	28.9	31.4	22.6	36.1	13.9	
- 121 to 180 minutes	13.2	11.1	13.0	18.1	16.4	11.9	
- 181 to 240 minutes	8.4	7.2	6.3	7.5	16.4	5.9	
- 241 to 300 minutes	5.5	3.9	3.1	5.3	8.2	4.0	
- 301 to 360 minutes	2.9	1.7	2.2	5.3	4.9	0.0	
- Over 360 minutes	7.2	8.3	4.9	10.5	4.9	8.9	
Perception of resolution of problem:							
- Complete (5)	25.5%	21.1%	25.6%	33.8%	55.7%	0.0%	
- (4)	30.7	41.1	22.4	21.1	1.6	56.4	
- Partial (3)	29.1	28.3	37.7	21.8	21.3	34.7	
- (2)	7.3	6.7	7.2	15.0	3.3	4.0	
- No re- solution (1)	3.8	0.0	6.3	2.3	14.8	0.0	
- N.R.	3.6	2.8	0.9	6.0	3.3	5.0	
Feeling of success in trying to help client:							
- Very satisfied (5)	25.6%	18.3%	19.7%	38.3%	68.9%	0.0%	
- (4)	34.4	45.6	30.0	29.3	8.2	50.5	
- (3)	27.7	23.9	38.1	18.8	13.1	37.6	
- (2)	6.6	7.2	7.6	8.3	3.3	6.9	
- Very dis- satisfied (1)	2.4	1.7	2.7	2.3	4.9	0.0	
- N.R.	3.3	3.3	1.8	3.0	1.6	5.0	

ITEM	RESPONSES OF TOTAL (N=797)	RESPONSES BY ETHNIC/LANGUAGE GROUPS					
		CHINESE (N=180)	EAST INDIAN (N=223)	ITALIAN (N=133)	PORTUGUESE (N=61)	GREEK (N=101)	OTHER
Recommendations re further action:							
- Need M.H.R. help	3.0%	1.1%	4.0%	0.8%	6.6%	2.0%	
- Refer to MOSAIC	0.4	0.6	0.0	0.0	3.3	0.0	
- Planning/need follow-up (case incomplete)	18.3	28.3	13.9	24.8	11.5	10.9	
- Need counselling, constant help, encourage	9.9	11.7	4.9	8.3	4.9	22.8	
- Refer to community centre, public services, other activities	4.4	5.0	6.7	1.5	4.9	5.0	
- Refer to English class/practice English	3.5	3.3	0.4	3.0	6.6	10.9	
- Need native language counselling/M.H.R.	4.5	1.7	4.9	1.5	11.5	4.0	
- Student to/should consider particular program	4.9	2.2	11.2	1.5	1.6	4.0	
- Information to home in native language, more explanation/awareness of School System	3.6	0.6	8.1	3.8	3.3	1.0	
- Suggestions re life-style, relationship with family	3.3	1.1	0.9	3.0	0.0	13.9	
- Need legal assistance/advice	0.3	0.0	0.4	0.0	0.0	1.0	
- Other	5.9	6.1	6.7	5.3	0.0	3.0	
- N.R.	38.0	38.3	37.7	46.6	45.9	21.8	
Suggestions for more successful intervention:							
- Need more family support/adjustments	4.8%	7.2%	2.2%	1.5%	3.3%	10.9%	
- Need to come to school & meet teachers	1.4	0.6	0.0	2.3	1.6	4.0	
- Need to learn English	3.1	3.9	0.4	0.8	13.1	6.9	
- Need native language counsellor/M.H.R./social worker	5.8	7.2	7.6	3.8	6.6	2.0	
- Need information in native language	1.8	0.6	1.3	0.0	1.6	5.9	
- Need more information about school/more programs/more alternatives	5.6	10.0	6.7	3.8	1.6	5.0	
- Need more information about Canadian culture	0.6	0.6	0.0	0.8	1.6	1.0	
- Need continued support/contact	5.6	8.3	3.6	6.0	4.9	8.9	
- Need involvement in community, activities, meet other kids	3.5	1.1	0.9	2.3	1.6	19.8	
- Other	6.9	6.1	6.3	10.5	1.6	1.0	
- N.R.	60.9	54.4	70.9	68.4	62.3	34.7	

APPENDIX D

LETTERS OF SUPPORT
FOR THE MULTICULTURAL
HOME-SCHOOL WORKERS PROJECT

- 32 -
CHIEF MAQUINNA ELEMENTARY SCHOOL

2684 East 2nd Avenue
Vancouver, B.C. V5M 1C9

Telephone:

255-6558 Main School [REDACTED] Annex 255-3737

1979-05-29

BEST COPY AVAILABLE

Mr. J. Allan,
Area Assistant Superintendent,
East Area Office,
3347 East 22nd Ave.,
Vancouver, B.C.
V5M 2Z2

Dear John:

Re: Multicultural Workers.

Over the past two years, we, at Maquinna, have been extremely pleased with the support we have received from the V.S.B. multicultural workers, Vincent Lau, Franca Boratto and Maria Pereira. The Vancouver School Board workers have assisted us in the following areas:

-attended and interpreted at

group meetings with Italian parents) discussed aspects
group meetings with Chinese parents) of school life at
Maquinna

-interpreted on the following occasions

Parent Teacher Conferences to discuss report cards
counselling sessions
explanation of psychological assessments
discussion of discipline problems and various approaches
in dealing with problems

In each of these situations they have been most supportive and frank.

Both Vincent and Franca have also shared with us information as to cultural differences and expectations and thus we have been able to more readily understand how to positively support the home as well as to encourage a more realistic liaison between school and home. They have proved extremely enthusiastic and cooperative in their work.

Sincerely,

C.T. Swanson
C.T. Swanson,
Principal.

CTS:emc

52

RECEIVED

JUN 11 1979

CHIEF MAQUINNA ELEMENTARY SCHOOL
STUDENT SERVICES DEPARTMENT

BEST COPY AVAILABLE

2872 West 32nd Ave.,
Vancouver, B.C. V6L 2B6
June 5, 1979

Mr. Jim Melton,
Vancouver School Board,
1595 West 10th Ave.,
Vancouver, B.C.

Dear Jim:

I'd like to express my appreciation and admiration for the Multi-Cultural workers.

As I have visited various schools and attended school consultative meetings, I have been most impressed.

The workers are invaluable in helping schools communicate with non-English speaking parents. They have contacted parents in their own language to explain and invite them to meetings where they act as interpreters. By such encouragement, they promote parental involvement - the main function of School Consultative Committees.

I feel that if funding is not forthcoming to continue the program, it will indeed be tragic.

I am enclosing letters I have received from several School Consultative Committees across the city who are also very concerned.

I wish you success in obtaining adequate funding for next year and sincerely wish that a permanent funding formula could be established.

Yours truly,

53

Sue Murphy,
S.C.C. Rep. to Committee III

encl.

BEST COPY AVAILABLE

1570 West 36th Ave.
Vancouver
V6V 1J8

26th May 1979

Dear Sue

I am writing on behalf of the
Consultative Committee of Quilchena
School to tell you that we are very
worried about the possible loss of
Ethnic workers within our schools.

We think that Vancouver must
supply help to the immigrant children
in our schools. They and their families
have special problems of adjustment to
our schools and if they are not given
help, costly problems in the future can
be the only result.

Please do all you can to ensure
that this program does not suffer.

yours

Elizabeth Booth

POINT GREY SECONDARY SCHOOL CONSULTATIVE COMMITTEE

Point Grey Secondary School
5350 East Boulevard
Vancouver.
4th June, 1979.

Mrs. Sue Murphy.
Parents Representative
Vancouver School Board.

Dear Mrs. Murphy,

We understand that the Multicultural Program is to be discontinued if new funding cannot be found before June 30th. Point Grey does not have the additional strain on its teaching and administrative resources brought about by the presence of large numbers of students whose home language is not English, so we have no first hand knowledge of the situation, but we do feel that every effort should be made to settle these students in their schools and the community. It would seem that the Multicultural Program would be an excellent way of doing this, as it also involves the parents of these students, thus the whole family is assisted in becoming acquainted with education system and the many facilities that are available to them in the community.

We noted the article in the February edition of Action in Education and the enthusiastic comments of people who have benefited from the work of the Multicultural workers. We do urge that every effort be made to retain this program.

Yours truly,

Theo. Hoek

Theo. Hoek (Sec.)

For the parents on the Point Grey
Consultative Committee.

Templeton Home & School Assoc.
& School Consultative Committee
727 Templeton Dr.
Vancouver, B.C.
V5L 4N8

Mrs. Sue Murphy
Committee 111 Representative
1595 W. 10th Ave.
Vancouver, B.C.
V6J 1Z8

Dear Sue;

Re- Multi-Cultural Workers

Templeton School staff make constant use of the above mentioned workers.
We therefore feel that they are a worthwhile support service.

Some of the ways in which their services are used are:

1. At parent-teacher conferences as interpreters.
2. The workers follow up & make contact with families they have met at the conferences.
3. They counsel the families.
4. They are very useful in making the foreign speaking parents feel at home in the school.
5. They are accepted by the community.

We hope a way will be found so that these workers will be able to stay in the school system.

Yours sincerely

Jean Lee
Mrs. Jean Lee
President.

JOHN HENDERSON SCHOOL CONSULTATIVE COMMITTEE
451 East 53rd Avenue
Vancouver, B. C.

79-21-05

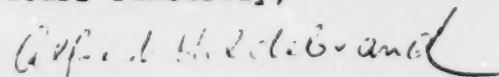
Ms. Sue Murphy,
Committee 111 Representative,
Board of School Trustees,
1595 West 10th Avenue,
Vancouver, B. C., V6J 1Z8

Dear Ms. Murphy:

At our last School Consultative Committee meeting we unanimously agreed that the services of Multicultural Workers should be retained if at all possible. The excellent service of these people, their high quality performance in situations where a serious communication gap between school and parents needed to be bridged, has played a most important role in the opinion of our teachers.

In a multicultural environment such as ours, there is a definite need for this type of service.

Yours sincerely,



Mr. A. Hildebrand,
President

BEST COPY AVAILABLE

2542 Edgar Crescent
Vancouver V6L 2G4

May 21, 1979

Sue Murphy
Committee III Representative
Parent-School Board Liaison
Vancouver School Board
1595 West 10th Avenue
Vancouver, V6J 1Z8

Dear Sue,

It has come to the attention of the parents at Trafalgar School that the multi-cultural Home-School Workers may not be hired past June of this year.

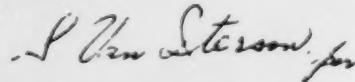
As Co-Chairmen of the Trafalgar School Consultative Committee, we must urge the School Board not to make such a sacrifice! The service of these Home-School Workers is essential to the educational welfare of so many Vancouver families.

In our own School we have been served ably by three different individuals--the Italian, Spanish and Greek Workers, and most particularly by the Greek Worker because of our considerable Greek population. Our greatest need has been for interpretation of school culture to Greek families whose children attend Trafalgar School.

The Home-School Workers have contributed immeasurably to individual welfare, family harmony, school climate, and community understanding--four different levels.

May their work continue!

Sincerely,



Mr. and Mrs. W. Van Iterson
Co-Chairmen
Trafalgar School Consultative Committee

CC. Dr. Nathan Divinsky
Chairman, Vancouver School Board
Mr. John Richardson
Principal, Trafalgar School

BEST COPY AVAILABLE

Emily Carr School,
4070 Oak St.,
Vancouver, V6H 2M8
May 14th 1979

Dear Sue Murphy,

The Emily Carr School Consultative Committee supports the work of Multi-cultural workers in the Vancouver Schools and we recommend against their employment being terminated due to budget restrictions. We urge that the V.S.B. and all levels of government continue to fund multi-cultural workers in Vancouver Schools.

Megan Balmer
Chairman, S.C.C.
Emily Carr School.

GRAHAM BRUCE ELEMENTARY SCHOOL

3633 Tanner Street
Vancouver, B.C. V5R 5P7
Telephone: 434-1516

1979/05/22

Mr. Jim Melton,
Home-School Coordinating Committee,
Vancouver School Board,
1595 West 10th Avenue,
Vancouver, B. C.

Dear Mr. Melton:

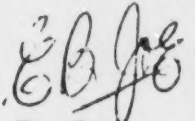
This letter is sent in support of the multi-cultural workers at the Vancouver School Board.

On many occasions the school has used the multi-cultural workers in parent-teacher conferences with non-English speaking parents.

The multi-cultural workers have provided a valuable service in this area. The school is now able to communicate with many parents re their children's progress. Before this resource was available communication was almost non-existent.

The school would feel a great loss in communication with the non-English speaking parents if the services of the multi-cultural workers were to be discontinued.

Yours truly,



E. Joe,
Acting Principal.

EJ:vf

60

RECEIVED

MAY 25 1979

COMMUNITY SERVICES
STUDENT SERVICES

NOOTKA ELEMENTARY SCHOOL

3375 Nootka Street
Vancouver, B.C. V5M 3N2
Telephone: 434-2661

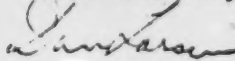
1979-05-23

Mr. Jim Melton
Area Counsellor Program
Vancouver School Board
1595 West 10th Avenue
Vancouver, B.C.

Dear Jim:

I would like to commend the work of those multi-cultural home school workers associated with this school both last year and this year. They have made themselves available when we most required their skills. With our large proportion of Chinese, Italian and Portuguese pupils and parents, these workers have assisted with oral and written translation and with cultural interpretation. These functions have been carried out in the school, in the homes and in the community. My only regret is that there are so few of them, especially when we have an emergency and they are not readily available!

Yours sincerely,



D.L. Larsen
Principal

/ef

61

RECEIVED

MAY 25 1979

COUNSELLOR
STUDENT SERVICES DIVISION

GLADSTONE SECONDARY SCHOOL

4105 Gladstone Street
Vancouver, B.C. V5N 4Z2
Telephone: 872-1661

1979-05-22

Home School Coordinating Committee
c/o Mr. J. Melton
Vancouver School Board
1595 W. 10th Avenue
Vancouver, B. C. V6J 1Z8

Dear Mr. Melton:

I would like to comment on the invaluable help given to the school by the multicultural workers. We have found that they have been most helpful and have extended their services efficiently and very willingly to the school during my year that I have been here. We have used them in a variety of ways and have found each time that they have been willing to come at any hour which we have suggested.

In the month of May we held an introductory night for Grade 7 parents, for those parents who had children coming to Gladstone in September this year. We brought in four cultural workers and were able to have them translate counsellors comments in Punjabi, Portuguese, Italian and Chinese. Since we had this skilled help available we were able to include our different language groups in separate rooms after a general message of welcome. This is the second year that we have followed this plan and as a result of it we find that the attendance of parents reaches around 250, or approximately 75% of our children coming into Grade 8 are represented on that evening. The parents do not feel that they are inadequate because of their language difficulties and they benefit from the translations and from having their questions answered in their own language.

In a similar way we have held separate nights for different language groups here in the school. As a result of this we are able to deal with cultural differences, and explanation of problems which affect their individual groups. We have helped parents to understand the way of life and a new cultural surrounding in a country where they often feel uninformed. This has helped us considerably with the groups who feel shy, inadequate, or a little threatened in a large meeting.

We have found that the workers have been a great help in interviewing with parents and students who are having difficulty either at home or in the school or in the general community. With a skilled translator available, and a person who understands both the new-comers' cultural background and the requirements and stresses of our society, then we can make progress in solving problems of individual students. This service has enabled us to deal with the more difficult problems which some individual students or individual families experience in their life in a new land.

RECEIVED

MAY 25 1979

CO-ORDINATOR
STUDENT SERVICES DIVISION

We have also used our multicultural workers in talking to guidance classes and groups within the school. We have found the workers are willing to come in at lunch hour and meet with different language groups to talk to them, counsel and explain the requirements of this new society. They have also been invaluable in explaining to youngsters why their parents experience difficulty, and why their parents should find a conflict between their own standard of values, what they require for their children and what the school and society needs at the same time.

In summary, I would like to say that we have found the work of these cultural advisors invaluable and readily available and a great asset to the school, to the students, and to parents.

Yours sincerely,

W. Moulton

W. Moulton
Principal

WM:bb

TEMPLETON SECONDARY SCHOOL

727 Templeton Drive
Vancouver, B.C. V5L 4N8
Telephone: 255-9344

April 30, 1979

Mr. J. Melton, Consultant
Area Counsellor Programme
Vancouver School Board
1595 West Tenth Avenue
Vancouver, B. C. V6J 1Z8

Dear Mr. Melton:

On behalf of the administration and staff of Templeton Secondary School, I wish to extend sincere thanks to the following Vancouver School Board multicultural workers:

Franca Boratto
Mary Sakellaridis
Catherine Ip

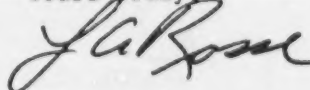
Cecilia Lam
Paul Altan
Rosanna Santa Maria.

On the evening of April 26, 1979, from 6:30 to 9:30 p.m., they rendered most valuable assistance at Templeton's Parent-Teacher Conferences. They should certainly be commended for their helpfulness, dependability, and willingness to accommodate.

A special thanks to Ms. Franca Boratto who assumed co-ordinating responsibilities on this occasion.

At this time I would also wish to extend our thanks to the entire team of Vancouver School Board multicultural workers. Throughout the year, on their many assignments with our staff and parents, they have been always cooperative and so very helpful.

Yours truly,



L. A. Rosse
Principal

dm

cc Dr. A. Clinton
F. Boratto
M. Sakellaridis
C. Ip
C. Lam
P. Altan
R. Santa Maria

OAKRIDGE SCHOOL

5445 Baillie Street
Vancouver, B.C. V5Z 3M6
Telephone: 266-8333 X 8376

April 5, 1979

Mr. Jim Melton
Coordinator,
Area Counsellors Program
Vancouver School Board
2595 West 10th Ave.,
Vancouver, B.C. V6J 1Z8

Dear Jim;

This letter is to request Franca Boratto's service for the day of Thursday, May 31st. Franca has been most effective in opening communication with Italian parents of a very complex Oakridge youngster. She has been successful in the youngster receiving a full assessment at Woodlands Assessment Centre. We need this assessment badly and as it is very complete, they will require Franca's assistance in communication for the history, assessment and follow up conferences.

I realize this is an inordinate amount of time to request but it will be of great help to the school, the private psychiatrist and other resources, that are bound to become involved.

Many thanks, Jim

Yours Sincerely,


Art Messenger,
Area Counsellor

cc Franca Boratto,
Renfrew School

Am/jb

65

RECEIVED

APR 5 1979

CITY OF VANCOUVER
STUDENT SERVICES DIVISION

Onello Giallonardo, Chairperson,
Chief Maquinna School Consultative Cmtee.
2588 East 2nd Avenue,
Vancouver, B.C.
V5M 1C7

March 13, 1979

Mr. Jim Melton,
Consultant for Area Counsellors,
1595 West 10th Avenue,
Vancouver, B.C.
V6J 1Z8.

Dear Mr. Melton:

On behalf of the Chief Maquinna School and its Consultative Committee, I would like to thank the "Multicultural workers" for promptly helping out the Maquinna staff in contacting those parents whose children were involved in the bus accident in Squamish. Because of your help, much confusion was eliminated.

I apologize for not writing sooner, I had very little knowledge of the role of the "Multicultural workers."

Thank you again for your support.

Yours truly,

Onello Giallonardo, Chairperson,
Chief Maquinna School Consultative Committee.

tg

66

RECEIVED

MAR 15 1979

CONSULTING SECTION
STUDENT SERVICES DIVISION

Jim Melton

VANCOUVER SCHOOL DISTRICT

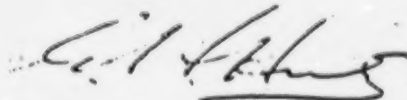
FROM E.H. HINTZ, PRINCIPAL CUNNINGHAM ELEM. SCHOOL DATE FEB. 7/79
TO D. DAWSON, STUDENT SERVICES, V.S.B. RE: CULTURAL WORKERS SUBJECT

Mrs. Sidhu has provided outstanding and valuable service to pupils and staff of Cunningham School. She assisted us with the special class placement of a 10 year pupil, who should have been placed in a special class several years earlier. Due to misunderstandings and extended family interference, no agreements could be finalized until Mrs. Sidhu sorted out the problem of responsibility for the child, and reassured the right persons that the placement was acceptable and in the best interests of the child.

Other examples could be listed.

Since Vancouver has such a large number of E.S.L. children, cultural workers are a very useful addition to V.S.B. staff.

Sincerely,



E.H. Hintz.

EH/bh

*cc. to Mr. M. Larkin
+ Ellen Young
+ Mr. Melton.*

RECEIVED

FEB 14 1979

RECEIVED

FEB 14 1979

67



THE CHILDREN'S FOUNDATION

A RESIDENTIAL AND COMMUNITY TREATMENT SERVICE FOR
CHILDREN AND THEIR FAMILIES.

October 18th, 1978

Mr. Jim Melton
Co-Ordinator
Area Counsellor Training Program
Vancouver School Board
1595 West 10th Avenue
Vancouver, B.C.
V6J 1Z8

Dear Mr. Melton:

Re: Franca BARATTA
Home School Worker
Ronfrow Elementary School

Mrs. Baratta has assisted our counsellor as interpreter to an Italian speaking family since April 1978.

During our involvement with her we have been very impressed with her skills in interpreting as well as her personal style and manner in working with families.

She has been most reliable in attending the weekly family sessions. The parents involved have expressed very positive feelings about working with her. In the past, this particular family have had considerable difficulty in relating to "professionals". Our family worker feels that Franca has been of invaluable assistance in working with this case.

She shows great interest and commitment to her work. We have been fortunate to find an interpreter with Mrs. Baratta's talent, skill and personal qualities.

Yours truly,


Kenneth J. Pauli, M.S.W.,
EXECUTIVE DIRECTOR

KJP/JR/emh
18.10.78

68

WINDERMERE SECONDARY SCHOOL

3155 East 27th Avenue
Vancouver, B.C. V5R 1P3
Telephone: 434-0231

December 14, 1978.

Mr. Jim Melton,
Coordinator,
Home School Workers,
Vancouver School Board,
1595 West 10th Avenue,
Vancouver, B.C. V6J 1Z8

Dear Mr. Melton:

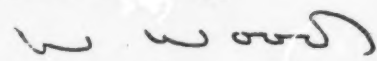
I am writing on behalf of the counsellors at Windermere School to express our concern over some staffing changes which we have heard are forthcoming - the replacement of some home workers with new workers.

Due to the nature of our community it is often difficult to express concerns to parents or to have parents concerns related to teachers. The group of home workers we have been associated with during the past year: Mrs. Boratto, Mr. Lau, Mrs. Sidhu, Mr. Singh, and Mrs. Young, have been of immense value in improving our school-home communication. They have been especially helpful during the 1978-79 school year in that they have divided and delegated responsibilities and are familiar with the various people in student services throughout the city. In short, they have done their apprenticeship and are now familiar with their function.

I am not sure of the funding, or how it was provided; nor am I sure of how the new funding is provided. My concerns, and those of my staff, are that we are losing competent and qualified workers and replacing them with people who now must be trained from scratch.

It may be that such matters are beyond your control and if so, please regard this letter as one of support for our present workers and our wish that we could continue to work with people of such high calibre.

Yours sincerely,



W. Woods,
Counselling Dept. Head.

WW:gm

cc. - Mr. Don Dawson
- Mr. Stan Niven

69

RECEIVED

DEC 18 1978

COUNSELLING SECTION
STUDENT SERVICES DIVISION

SIR JAMES DOUGLAS ELEMENTARY SCHOOL

7550 Victoria Drive
Vancouver, B.C. V5P 3Z7

Telephone:
Main School 327-0487 Annex 325-9022

December 4th, 1978.

Vancouver School Board,
1595 West 10th Avenue,
Vancouver, B. C.
V6J 1Z8

Attention: Mr. Jim Melton,
Coordinator of Area Counsellors

Dear Mr. Melton:

We wish to express our appreciation for the interpreting services provided by the Vancouver School Board through Sohan Singh and Vincent Lau. There are three E.S.L. classes at Douglas Elementary School and a large percentage of the students have Punjabi or Chinese as a first language. We have called upon Sohan or Vincent to assist in communications with the home in such matters as:

parent-teacher conferences
background information of students
medical information of students
discipline problems
truancy

Our requests have always been dealt with promptly and efficiently. The E.S.L. staff is most satisfied with this valuable service.

Yours truly,

P. Kent
(Mrs.) P. Kent

C. van Winkel
(Mrs.) C. van Winkel

E. Siu
(Mrs.) E. Siu

C. Lorimer
C. Lorimer, Principal.

cc: Mr. Sohan Singh
Mr. Vincent Lau
Miss Eileen Yeung
Mr. Don Dawson
Mr. Bill Blake

PK/bk

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COUNSELLING SECTION
STUDENT SERVICES DIVISION

APPENDIX E

SIX CASE STUDIES SELECTED
RANDOMLY FROM THE 797
CLIENT INFORMATION SHEETS

Case Studies

This section presents paraphrased summaries of six cases selected randomly from the 797 client information sheets submitted. Certain details may have been omitted in order to protect the anonymity of the client and to ensure that the confidentiality of the client-worker relationship remains intact.

Case Study 1.

- Client: - teacher/counsellor at a secondary school.
- Canadian citizen.
- Referral: - made by teacher/counsellor.
- in general, for interpreting/translation, general orientation, specific problems re school, and cultural and behavioural interpretation for counselling purposes.
- specifically, to discuss students, absenteeism and possible timetable changes.
- Contacts: - discussion of students concerns.
- providing background information and setting up meeting re particular student.
- spending an average of 20 minutes per day, working very closely with worker.
- Summary: - about 35 hours in total.
- complete resolution of problems (Rating - 5).
- very satisfied with effort (Rating - 5).
- no recommendations or suggestions.

Case Study 2.

- Client: - 12 year old elementary school student.
- been in Canada for four years.
- Referral: - made by member of school based team.
- student has been in E.S.L. classes for three years, still very weak in all academic areas.
- necessary to get information to plan appropriate school placement and program.
- Contacts: - referral by team.
- worker got father to sign psychological assessment form despite language problem.
- contacted by school nurse to have student's hearing checked. Worker made appointment with doctor.
- doctor found a hearing problem with right ear. Mother hadn't noticed problem although child had often told parents. Further testing will be done at V.G.H.
- Summary: - two hours and 15 minutes were spent on the case.
- nearly complete resolution of problem (Rating - 4.8).

- satisfied with effort (Rating - 4).
- recommendations - "responsibilities".
- no suggestions.

Case Study 3.

- Client: - member of the community.
- Canadian citizen.
- Referral: - made by client.
- generally, for interpreting/translation and personal counselling.
- specifically, to help client better understand spouse's native culture so as to deal with serious domestic problem.
- Contacts: - worker had discussions with client, some involvement with family to try to increase understanding of viewpoints.
Seems to have had some positive effect.
- Summary: - six hours on case (case incomplete).
- partial resolution of problem (Rating - 3.3).
- slight satisfaction with effort (Rating - 3.3).
- visit family/marriage counsellor, worker will discuss matter with spouse.
- no suggestions.

Case Study 4.

- Client: - elementary school student, not in E.S.L. class.
- parents from non-English speaking country, child born in Canada.
- Referral: - worker contacted by student's mother.
- generally, for interpreting and specific problem re school.
- specifically, to interpret for mother at a parent-teacher conference.
- Contacts: - mother telephoned to set up conference with child's teacher.
- worker contacted school, made appointment and telephoned mother to confirm.
- worker attended conference and interpreted.
- Summary: - about 95 minutes on case.
- complete resolution of problem (Rating - 5).
- very satisfied with effort (Rating - 5).
- recommendation - mother should be kept more personally informed of child's progress.
- no suggestions.

Case Study 5.

- Client: - 16 year old secondary school student.
- has been in Canada for three years, Canadian citizen.
- Referral: - worker contacted by student's father.
- generally, for interpreting and specific problem re school.
- specifically, father came to check child's behaviour in school and check on child's activities.
- Contacts: - father contacted worker. Wanted to check on child's attendance, behaviour in class, reason for coming home late every day, school work, and friends at school. Discussion with vice-principal.
- father telephoned, asked worker to contact student who made purchase from his child.
- father telephoned, asked worker to set up appointments with child's teachers. Worker did so.
- worker went with father to each teacher and interpreted in discussion of child's work for term.
- Summary: - 95 minutes spent on case (case incomplete)
- partial resolution of problem (Rating - 3.1).
- little satisfaction (neutral) with effort (Rating - 3.1).
- recommendation - check on student's attendance occasionally and keep in contact with home.
- no suggestions.

Case Study 6.

- Client: - secondary school student, in an E.S.L. class.
- has been in Canada for seven month, not a Canadian citizen.
- Referral: - worker contacted by vice-principal.
- generally, for interpreting, general orientation to school and programs, and specific problem re school.
- specifically, to deal with a complaint about the student's behaviour and indicate whether behaviour was acceptable in worker's and student's native culture.
- Contacts: - the worker was contacted by vice-principal, appointment was made to discuss student.
- several girls (with another cultural background) accused the student of being too forward or familiar with them. The student denied the charge and accused the girls of swearing at him and using racial barbs.
- the worker discussed the situation with the student in the latter's language and reiterated school regulations and expected behaviour.
- Summary: - about 40 minutes was spent on the case.
- less than partial resolution of the problem (Rating - 2.7).
- somewhat dissatisfied with effort (Rating - 2.7).
- no recommendations or suggestions.

APPENDIX F

ANALYSIS OF GROUP INFORMATION

SHEETS BY TOTAL GROUP AND

BY ETHNIC/LANGUAGE GROUPS

ITEM	RESPONSES OF TOTAL (N=238)	GROUP SHEETS				
		RESPONSES BY ETHNIC/LANGUAGE GROUP				
		CHINESE (N=109)	EAST INDIAN (N=59)	ITALIAN (N=42)	PORTUGUESE (N=11)	GREEK (N=17)
Percent of group sheets by ethnic groups:	-	45.8%	24.8%	17.6%	4.6%	7.1%
Description of group:						
- Group meeting once for specific purpose	51.7%	49.5%	67.8%	31.0%	54.5%	58.8%
- Group meeting several times	21.8	23.9	23.7	21.4	27.3	0.0
- Number of individuals seen for same reason	11.8	9.2	5.1	23.8	0.0	29.4
- Other	14.7	17.4	3.4	23.8	18.2	11.8
Purpose of group:						
- Describe programs to students, parents	21.4%	15.6%	28.8%	23.8%	9.1%	35.3%
- Open house, discuss students' progress	16.8	18.3	8.5	31.0	9.1	5.9
- English classes	6.7	6.4	5.1	9.5	18.2	0.0
- Help re preschoolers	4.2	5.5	6.8	0.0	0.0	0.0
- Teach re another culture; fund raising (e.g., native food)	12.6	6.4	18.6	7.1	18.2	41.2
- Teach more re own culture	3.4	0.9	1.7	2.4	27.3	11.8
- Workers' meetings, speakers, conferences	9.2	15.6	1.7	9.5	0.0	0.0
- Activities, outings, recreation, socialization	11.8	16.5	15.3	0.0	9.1	0.0
- Speak to other groups, attend meetings (e.g., SCC's)	3.4	5.5	0.0	4.8	0.0	0.0
- Attend functions (e.g., Science Fairs), interpret for parents	2.5	3.7	3.4	0.0	0.0	0.0
- Workers' workshop for VSB counsellors	0.8	0.9	0.0	0.0	9.1	0.0
- Informal meeting, luncheon with staff	0.4	0.0	1.7	0.0	0.0	0.0
- Other	4.2	2.8	5.1	7.1	0.0	5.9
- Discussion re Canada (education, taxes), information exchange	2.5	1.8	3.4	4.8	0.0	0.0
Size of group:						
1-10	24.0%	27.5%	18.6%	23.8%	27.3%	17.6%
11-20	25.6	26.6	35.6	11.9	27.3	17.6
21-30	12.6	11.0	11.9	9.5	9.1	35.3
31-40	8.4	10.1	11.9	2.4	0.0	5.9
41-50	5.0	4.6	3.4	11.9	0.0	0.0
51-70	5.5	5.5	6.8	0.0	18.2	5.9
71 & over	5.5	6.4	3.4	4.8	9.1	5.9
No response	13.5	8.3	8.5	35.7	9.1	11.8

GROUP SHEETS

RESPONSES BY ETHNIC/LANGUAGE GROUPS

ITEM	RESPONSES OF TOTAL (N=238)	RESPONSES BY ETHNIC/LANGUAGE GROUPS				
		CHINESE (N=109)	EAST INDIAN (N=59)	ITALIAN (N=42)	PORTUGUESE (N=11)	GREEK (N=17)
Group composition: (workers plus)						
- Students	12.6%	15.6%	6.8%	7.1%	27.3%	17.6%
- Parents	10.1	8.3	1.7	19.0	18.2	23.5
- Students and others (not parents)	8.8	5.5	23.7	0.0	9.1	0.0
- Students and parents	8.0	12.8	1.7	7.1	0.0	5.9
- Parents and others (not students)	4.6	4.6	6.8	2.4	0.0	5.9
- Parents and teachers	20.2	16.5	18.6	38.1	0.0	17.6
- Students, parents, and teachers	16.4	14.7	28.8	2.4	36.4	5.9
- Students, parents, and others	1.3	0.0	1.7	0.0	0.0	11.8
- Teachers	1.7	0.0	3.4	4.8	0.0	0.0
- Counsellors	0.8	0.9	0.0	0.0	0.0	5.9
- School staff	2.1	1.8	1.7	0.0	9.1	5.9
- Other professionals	5.0	11.0	0.0	0.0	0.0	0.0
- Other	0.8	1.8	0.0	0.0	0.0	0.0
- Workers	3.4	3.7	1.7	7.1	0.0	0.0
- No response	4.2	2.8	3.4	11.9	0.0	0.0
Ethnic background of group members:						
- Chinese	21.8%	47.7%	0.0%	0.0%	0.0%	0.0%
- East Indian	7.1	0.0	28.8	0.0	0.0	0.0
- Italian	11.3	0.0	0.0	61.9	0.0	5.9
- Portuguese	1.3	0.0	0.0	0.0	27.3	0.0
- Greek	3.8	0.0	0.0	0.0	0.0	52.9
- English/Canadian	0.8	0.0	0.0	0.0	0.0	11.8
- Mixed	52.9	52.3	69.5	35.7	72.7	29.4
- No response	0.8	0.0	1.7	2.4	0.0	0.0
Whose idea was it to start group?						
- Worker	16.0%	11.9%	25.4%	14.3%	18.2%	11.8%
- E.S.L. teacher	6.3	8.3	8.5	0.0	9.1	0.0
- Principal/vice-principal/school	25.2	28.4	13.6	31.0	9.1	41.2
- Nurse	2.1	2.8	1.7	0.0	0.0	5.9
- Counsellor	1.7	0.0	1.7	2.4	0.0	11.8
- Teachers/staff	14.3	16.5	10.2	11.9	0.0	29.4
- Social/Youth worker	1.3	2.8	0.0	0.0	0.0	0.0
- Other	14.7	21.1	3.4	21.4	9.1	0.0
- Ongoing/regular meeting	17.6	8.3	33.9	16.7	54.5	0.0
- Students	0.4	0.0	1.7	0.0	0.0	0.0
- No response	0.4	0.0	0.0	2.4	0.0	0.0

GROUP SHEETS

RESPONSES BY ETHNIC/LANGUAGE GROUPS

ITEM	RESPONSES	RESPONSES BY ETHNIC/LANGUAGE GROUPS				
	OF TOTAL (N=238)	CHINESE (N=109)	EAST INDIAN (N=59)	ITALIAN (N=42)	PORTUGUESE (N=11)	GREEK (N=17)
Briefly outline program for the group:						
- Information re programs, schools	26.1%	22.9%	35.6%	21.4%	9.1%	35.3%
- Recreation, socialization	3.4	4.6	3.4	0.0	0.0	5.9
- Discussion of students' progress, open house	15.6	17.4	6.8	28.6	9.1	5.9
- Present/discuss information on health, diet (and Canada)	5.5	4.6	8.5	4.8	0.0	5.9
- School events (prepare, help, attend)	9.7	5.5	11.9	9.5	27.3	17.6
- Student outings	7.1	11.0	6.8	0.0	9.1	0.0
- Meetings, discussions with workers; conferences	12.6	20.2	3.4	11.9	9.1	5.0
- Talking to students; personal, school problems	1.7	1.8	1.7	2.4	0.0	0.0
- Presentation/discussion re culture (staffs and students)	8.8	4.6	13.6	2.4	18.2	29.4
- Informal luncheon, exchange ideas with staff	0.4	0.0	1.7	0.0	0.0	0.0
- Learn English	4.6	4.6	3.4	4.8	18.2	0.0
- Other	4.2	2.8	3.4	11.9	0.0	0.0
- No response	0.4	0.0	0.0	2.4	0.0	0.0
Time spent on group:						
- 60 minutes or less	5.5%	4.6%	1.7%	9.5%	0.0%	11.8%
- 61 to 120 minutes	16.8	20.2	15.3	11.9	9.1	11.8
- 121 to 180 minutes	14.3	11.0	15.3	26.2	9.1	5.9
- 181 to 240 minutes	11.3	11.9	11.9	9.5	9.1	11.8
- 241 to 300 minutes	10.9	13.8	11.9	4.8	0.0	11.8
- 301 to 360 minutes	6.3	7.3	6.8	2.4	9.1	5.9
- 361 to 420 minutes	4.6	5.5	3.4	2.4	0.0	11.8
- 421 to 780 minutes	8.8	5.5	15.3	2.4	36.4	5.9
- Over 780 minutes	19.8	19.3	17.0	23.8	18.2	23.5
- No response	1.7	0.9	1.7	7.1	9.1	0.0
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ITEM	RESPONSES OF TOTAL (N=238)	GROUP SHEETS				
		RESPONSES BY ETHNIC/LANGUAGE GROUPS				
		CHINESE (N=109)	EAST INDIAN (N=59)	ITALIAN (N=42)	PORTUGUESE (N=11)	GREEK (N=17)
In general, how successful was the group experience?						
- Very successful (5)	26.1%	15.6%	32.2%	35.7%	72.7%	17.6%
(4)	45.8	54.1	45.8	35.7	0.0	47.1
(3)	16.4	19.3	18.6	9.5	0.0	17.6
(2)	2.1	2.8	1.7	2.4	0.0	0.0
- Very unsuccessful (1)	2.1	0.0	1.7	4.8	18.2	0.0
- No response	7.6	8.3	0.0	11.9	9.1	17.6
Is there anything to improve group experience?						
- Smaller group	0.4%	0.9%	0.0%	0.0%	0.0%	0.0%
- Experience/discussion not worthwhile	1.3	1.8	0.0	0.0	9.1	0.0
- More students; larger group	1.3	2.8	0.0	0.0	0.0	0.0
- Nothing; enjoyed experience	10.5	6.4	11.9	9.5	18.2	29.4
- Need more workers, more workers available	1.3	0.9	3.4	0.0	0.0	0.0
- Better organize, publicize	8.0	8.3	5.1	9.5	18.2	5.9
- More detailed discussion, interpretation; films, posters	8.0	3.7	11.9	2.4	18.2	29.4
- Poor turn out; encourage parental involvement	3.4	6.4	1.7	0.0	0.0	0.0
- Winning groups' friendship, continue contact	1.3	0.9	0.0	2.4	0.0	5.9
- School should act/work faster	0.4	0.0	0.0	2.4	0.0	0.0
- More P.R., news from school	0.8	0.0	1.7	2.4	0.0	0.0
- Other	5.5	1.8	6.8	11.9	0.0	11.8
- No response	58.0	66.1	57.6	59.5	36.4	17.6
						83

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